

STUDENT LEARNING OUTCOMES

[illegible]

WASC DIRECTIVE

- WASC no longer wants intermittent attention to assessment
- Will expect on-going assessment of how the college is fostering student learning
- Expects assessment of SLOs for the
Institution
Program/Discipline/Subject Area
Course
- Student Services (assessed differently w/
its own objectives)

WASC doesn't want well-intentioned plans - or plans to plan

They want:

- Proof that a plan has been implemented
- Proof that the plan is sustainable or institutionalized
- Evidence of impact

Accrediting Commission for Community and Junior Colleges (ACCJC)

- The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning and pursues institutional excellence and improvement.

-
- The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs, and degrees...and systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

OUR COMMITMENT

- The College must commit to creating an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning. (Standard I)

-
- The creation of a system for assessing student learning outcomes on a campus-wide basis has to begin at the Board level, involve administration and faculty, and be carried out throughout all disciplines and programs. (Standard II A)

This process will require creating and implementing:

- Uniform, campus-wide learning goals
- A system for gathering and interpreting data (Standard II A)

STUDENT LEARNING OUTCOMES

- explicit statements of what students should learn
- evidence that students learn this
- if not, that the institution makes changes in either SLOs or in curriculum to align the two

Three levels of SLOs

- Institution-wide goals, e.g.
communication skills, critical thinking, information literacy
- Program-specific goals, e.g.
understanding theories, applying appropriate methods
- Course-specific goals,
understanding content

Three levels of achievement

- Concept/skill is introduced
- Concept/skill is practiced
- Concept/skill is mastered

The SLO Directive (from hell):

- Each college, program, and individual course must create a list of “learning outcomes” or expected skills that a student achieves upon the successful completion of the course, program, or degree.
- Each course must be able to show that each of the learning outcomes has been measured.

What we do want:

- Clearly articulated standards for what students will learn/do
- Standards that are consistent across instructors
- Standards that are tied to agreed-upon assessment tools
- Equivalent skills to equal equivalent grades

Plan has to be

- Meaningful
- Manageable
- Sustainable

COM COLLEGE WIDE SLOs

- Abstract Thinking Outcome
(Critical Thinkers) Our students will think like professionals in the discipline
- Content Outcome
Our students will know discipline-specific information

Cohesive curriculum has a feedback loop

- Does each course in some way address the program/discipline SLOs?
- Are data collected that demonstrate whether students are learning what you want/think they are learning?
- Do the data inform changes in program/discipline and courses?

Seven Steps

- define student learning outcomes
- check for alignment between curriculum and SLOs
- develop a meaningful, manageable and sustainable assessment plan
- collect data
- reflect on what the data tell you
- make necessary improvements
- start over

CREATING SLO FEEDBACK LOOP

State expected outcomes	Where are SLOs addressed	Determine assessment methods
<p>Abstract Thinking Outcome: Our students will think like professionals in the discipline</p> <p>Content Outcome: Our students will know discipline-specific information</p>	<p>Can include:</p> <ul style="list-style-type: none">■ Courses■ Program/Discipline■ Work Experience■ Independent Study■ Internships	<ul style="list-style-type: none">■ Standardized Tests■ Essays/Papers■ In-class discussion & analysis of issues■ In-class collaborative projects■ Portfolios■ Rubrics

CREATING SLO FEEDBACK LOOP

Who will be assessed	Set assessment schedule	Who will interpret results	How will data be used
<ul style="list-style-type: none">■ All students■ At risk Students■ Certificate-seeking students■ (etc.)	<ul style="list-style-type: none">■ Once a year■ Once a semester■ Completion of a set of courses■ Upon graduation■ (etc.)	<ul style="list-style-type: none">■ Outside Evaluators: employers, licensing boards (etc.)■ In-house: dept. faculty, assessment committee (etc.)	<ul style="list-style-type: none">■ To set level of expected performance■ To inform curriculum development■ To improve pedagogy■ (etc.)

HISTORY DEPT OUTCOME I: ABSTRACT THINKING

Students will think like historians

- Gather research data
- Analyze, evaluate for authenticity, and rephrase historical data
- Explain and critique competing analyses of historical data
- Present historical data in written format and/or oral presentation

HISTORY DEPT OUTCOME II

CONTENT

In History 100 and History 117, students will know:

- The events leading to the Civil War
- The major actors involved in the Civil War
- The major documents, e.g. the Constitution, relevant to the Civil War

How am I going to do this?

I achieve both objectives using one assignment for History 117

- **My assignment**

Colin Powell speech on the causes of the Civil War

- **My rubric**

Guides the preparation of the assignment and the grading of the assignment and is my feedback loop

HISTORY SLO FEEDBACK LOOP

State expected outcomes	Where are SLOs addressed	Determine assessment methods
<p>Abstract Thinking Outcome:</p> <ul style="list-style-type: none">■ Gather research data■ Analyze, evaluate, rephrase data■ Explain and critique competing analyses■ Present historical data in written and/or oral format	<ul style="list-style-type: none">■ History 100 Introduced■ History 117 Introduced & Practiced	<ul style="list-style-type: none">■ Essay Exam■ Colin Powell written speech■ Rubric

HISTORY SLO FEEDBACK LOOP

Who will be assessed	Set assessment schedule	Who will interpret results	How will data be used
<ul style="list-style-type: none">■ All students in History 100 and History 117	<ul style="list-style-type: none">■ Once a semester	<ul style="list-style-type: none">■ Instructor■ Department faculty	<ul style="list-style-type: none">■ To set level of expected performance■ To inform curriculum development■ To improve pedagogy

HISTORY SLO FEEDBACK LOOP

State expected outcomes	Where are SLOs addressed	Determine assessment methods
<p>Content Objective:</p> <ul style="list-style-type: none">■ Events leading to the Civil War■ Major actors involved in the Civil War■ Major documents relevant to the Civil War	<ul style="list-style-type: none">■ History 100 Introduced■ History 117 Introduced & Practiced	<ul style="list-style-type: none">■ Essay Exam■ Colin Powell written speech■ Rubrics

HISTORY SLO FEEDBACK LOOP

Who will be assessed	Set assessment schedule	Who will interpret results	How will data be used
<ul style="list-style-type: none">■ All students in History 100 and History 117	<ul style="list-style-type: none">■ Once a semester	<ul style="list-style-type: none">■ Instructor■ Department faculty	<ul style="list-style-type: none">■ To set level of expected performance■ To inform curriculum development■ To improve pedagogy

- FAQs

- 1) How are faculty at other colleges compensated for this work?
- 2) Who will oversee this process?
- 3) How do you sustain the process?
- 4) How have colleges institutionalized this process?